

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2011-2012

School Results

School: Thomas J McMahon Elementary

District: Lewiston School Department

Code: 1088-1284



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2011-2012

Grade Level Summary Report

School: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				70	12	17	36	51	12	17	10	14	444	344	10	43	20	26	439	13,017	17	52	20	11	445	
	MATH			69	14	20	33	48	12	17	10	14	445	343	15	39	17	29	439	13,022	20	46	20	15	444	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2011-2012

Reading Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

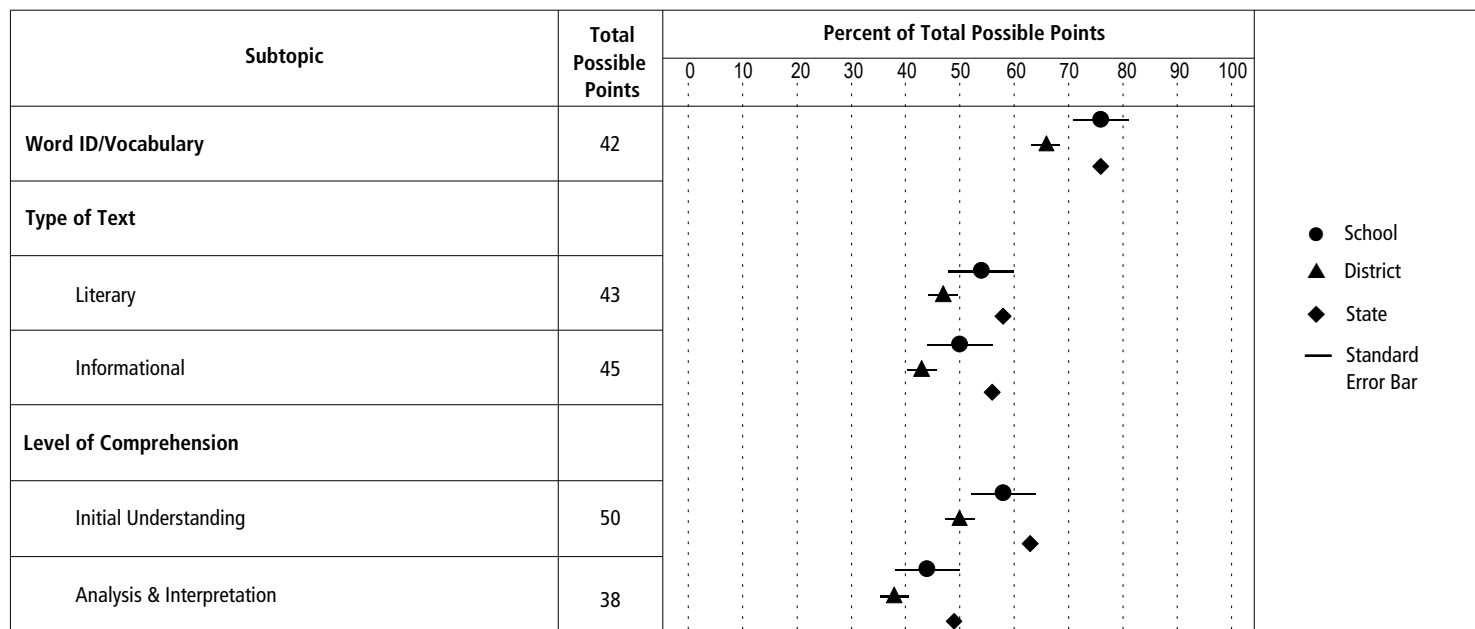
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				66	15	23	27	41	16	24	8	12	445
2011-12				64	7	11	37	58	12	19	8	13	443
2012-13				70	12	17	36	51	12	17	10	14	444
Cumulative Total				200	34	17	100	50	40	20	26	13	444
District													
2010-11				352	57	16	148	42	85	24	62	18	442
2011-12				340	45	13	147	43	84	25	64	19	441
2012-13				344	36	10	148	43	70	20	90	26	439
Cumulative Total				1,036	138	13	443	43	239	23	216	21	441
State													
2010-11				13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12				13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13				13,017	2,153	17	6,807	52	2,622	20	1,435	11	445
Cumulative Total				39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Reading Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				70	12	17	36	51	12	17	10	14	444	344	10	43	20	26	439	13,017	17	52	20	11	445
Gender																									
Male				41	4	10	22	54	7	17	8	20	442	180	6	43	18	32	437	6,715	13	51	22	14	443
Female				29	8	28	14	48	5	17	2	7	448	164	15	43	23	20	442	6,302	20	53	18	8	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										13	0	54	15	31	438	238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						105	6	54	25	15	441
Asian				1										2						197	31	46	17	6	449
Black or African American				13	2	15	4	31	4	31	3	23	438	96	2	23	25	50	429	375	5	38	25	32	436
Native Hawaiian or Pacific Islander				0										0						17	35	41	24	0	450
White				54	9	17	31	57	8	15	6	11	446	232	14	51	19	16	444	11,908	17	53	20	10	445
Two or more races				0										0						177	15	51	21	12	444
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				7										69	0	12	29	59	425	367	7	31	30	33	435
Former LEP student - monitoring year 1				0										0						13	54	46	0	0	455
Former LEP student - monitoring year 2				0										0						17	35	35	18	12	450
All Other Students				63	12	19	34	54	9	14	8	13	446	275	13	51	18	18	443	12,620	17	53	20	10	445
IEP																									
Students with an IEP				21	0	0	8	38	6	29	7	33	434	70	3	19	13	66	428	2,068	2	24	32	42	432
All Other Students				49	12	24	28	57	6	12	3	6	449	274	12	49	22	16	442	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students				40	3	8	18	45	11	28	8	20	440	252	6	37	23	34	436	6,493	9	49	26	16	441
All Other Students				30	9	30	18	60	1	3	2	7	450	92	23	61	12	4	449	6,524	24	56	15	6	449
Migrant																									
Migrant Students				0										0						8					
All Other Students				70	12	17	36	51	12	17	10	14	444	344	10	43	20	26	439	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services				12	0	0	5	42	6	50	1	8	440	124	1	32	36	31	434	3,932	8	45	30	16	441
All Other Students				58	12	21	31	53	6	10	9	16	445	220	16	49	11	24	443	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan				1										11	0	45	27	27	435	285	13	59	19	9	445
All Other Students				69	12	17	35	51	12	17	10	14	444	333	11	43	20	26	440	12,732	17	52	20	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

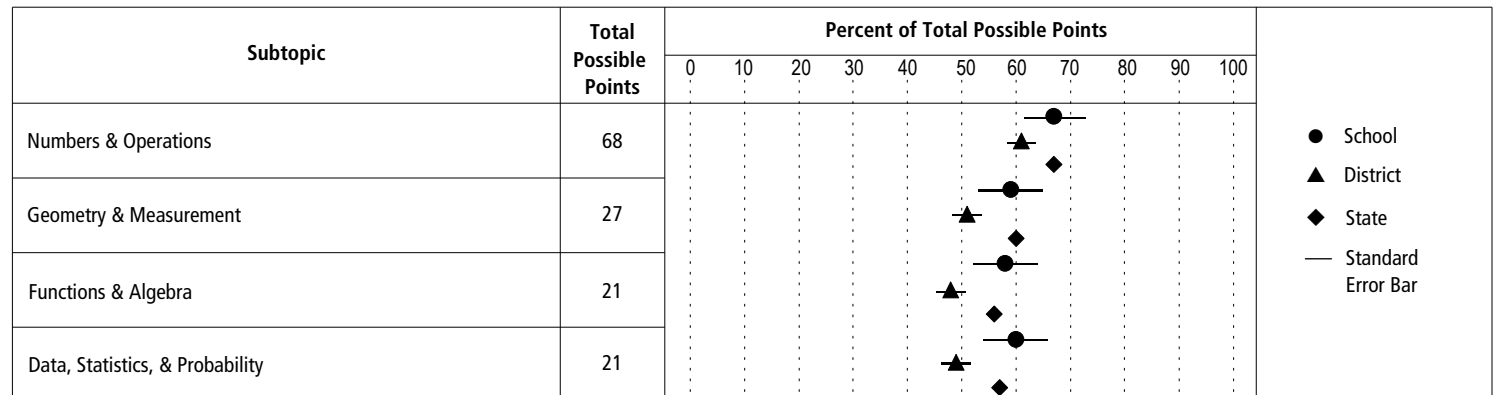
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				66	22	33	20	30	12	18	12	18	445
2011-12				64	19	30	26	41	10	16	9	14	446
2012-13				69	14	20	33	48	12	17	10	14	445
Cumulative Total				199	55	28	79	40	34	17	31	16	445
District													
2010-11				356	59	17	146	41	73	21	78	22	441
2011-12				342	54	16	125	37	73	21	90	26	440
2012-13				343	50	15	134	39	58	17	101	29	439
Cumulative Total				1,041	163	16	405	39	204	20	269	26	440
State													
2010-11				13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12				13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13				13,022	2,541	20	5,944	46	2,639	20	1,898	15	444
Cumulative Total				39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Mathematics Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				69	14	20	33	48	12	17	10	14	445	343	15	39	17	29	439	13,022	20	46	20	15	444
Gender																									
Male				40	8	20	17	43	8	20	7	18	443	179	13	40	15	32	438	6,722	20	45	20	15	444
Female				29	6	21	16	55	4	14	3	10	447	164	16	38	20	27	440	6,300	19	46	21	14	444
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										13	8	38	15	38	437	239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						105	7	46	31	16	440
Asian				1										2						198	30	43	15	12	448
Black or African American				13	0	0	5	38	5	38	3	23	437	96	0	25	24	51	428	380	4	34	25	36	435
Native Hawaiian or Pacific Islander				0										0						17	18	53	12	18	445
White				53	13	25	27	51	7	13	6	11	447	231	21	45	14	20	443	11,907	20	46	20	14	444
Two or more races				0										0						176	17	44	23	16	443
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				7										69	0	12	25	64	424	378	6	29	26	38	435
Former LEP student - monitoring year 1				0										0						13	38	62	0	0	454
Former LEP student - monitoring year 2				0										0						17	29	41	18	12	448
All Other Students				62	14	23	31	50	9	15	8	13	446	274	18	46	15	21	442	12,614	20	46	20	14	444
IEP																									
Students with an IEP				20	1	5	6	30	5	25	8	40	435	69	4	14	13	68	426	2,071	4	23	27	45	432
All Other Students				49	13	27	27	55	7	14	2	4	449	274	17	45	18	20	442	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students				39	3	8	16	41	11	28	9	23	439	251	10	32	20	38	435	6,497	11	42	25	22	440
All Other Students				30	11	37	17	57	1	3	1	3	452	92	27	58	10	5	449	6,525	28	49	15	7	448
Migrant																									
Migrant Students				0										0						8					
All Other Students				69	14	20	33	48	12	17	10	14	445	343	15	39	17	29	439	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services				12	0	0	4	33	7	58	1	8	439	124	3	28	31	38	432	3,936	9	40	30	22	440
All Other Students				57	14	25	29	51	5	9	9	16	446	219	21	45	9	25	443	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan				1										11	9	36	27	27	438	284	13	51	23	13	443
All Other Students				68	13	19	33	49	12	18	10	15	444	332	15	39	17	30	439	12,738	20	46	20	15	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.